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or acutish: stipules silvery: calyx becoming 1.5 mm. long; sepals ovate to oblong-ovate, abruptly pointed at the apex, but not cuspidate, glabrous: utricle included.

In dry soil, mountains of southern Pennsylvania, Virginia, North Carolina, and Georgia.

Mountains near Hyndman, Pennsylvania, *Small*, August 19-23, 1890 (type).

Stony Man Mountain, Virginia, *Steele*, August 30, 1901.

Eagle Mountain R. R., Virginia, *Steele*, August 18, 1903.

Julius' Creek Mountain, Virginia, *Steele*, August 26, 1903.

Andrews, North Carolina, *Huger*, September, 1900.

Georgia, *Gray*.

Related to *Anychiastrum Baldwinii* from which it differs in its glabrous and larger calyx, the sepals which are without prominent apical cusps, and the eciliate leaf-blades.

J. K. SMALL

OF INTEREST TO TEACHERS

THE TERM BIOLOGY

Among the students from the dozen or more colleges registering yearly at Teachers College the term biology is so commonly misused that the question may profitably, perhaps, be raised here. Biology is used as synonymous with zoölogy. Such students speak of wishing to take "biology and botany"; of having had "more botany than biology," etc.

The Century and Standard dictionaries give no authority for such usage. The Century dictionary definition follows: (1) The science of life and living things in the widest sense; the body of doctrine respecting living beings; the knowledge of vital phenomena. (2) In a more special sense, physiology; bio-physiology; biotics. (3) In a technical sense, the life history of an animal, especially used in entomology. (4) Animal magnetism. The Standard dictionary differs only in the first of the four uses of the word, and biology is defined as (1) The science of life or living organisms treating of the phenomena (structure, growth, development, distribution and functions)

manifested by animals and plants or the causes of those phenomena; the study of living matter. An accompanying paragraph says "Systematic biology includes (1) zoölogy, (2) botany, and in some systems of classification, (3) anthropology.

Remarks by representatives of a limited number of teachers of botany have indicated an awareness of this misuse of the term, and a feeling that teachers of zoölogy are, perhaps unconsciously, responsible, through a loose use of the term in class room reference or through using the broader term in titles for courses which deal almost entirely with zoölogical subject matter.

On the other hand, one teacher of zoölogy feels that the real explanation lies in the fact that botanists are less aware of the progress in the zoölogical world, and limit illustration and amplification to the field of botany, while teachers of zoölogy draw freely from botany even in courses termed zoölogical, making the range of general subject matter as broad in courses in zoölogy as in those rightly called biology.

If this is so the remedy lies with the departments of botany. The *whole* field of biology is theirs, though they may actively labor in but part of it. If the fault lies in the attitude of the zoölogy departments the remedy is a simple one, and can be accomplished by an introductory definition of botany, with a few sentences showing its relation to the other divisions of biology.

In the August *Bulletin of the Torrey Botanical Club* Mr. Eugene P. Bicknell raises the question, "Have we enough New England blackberries?" Mr. Bicknell characterizes the blackberries as possessing "an extraordinary natural variability and undoubtedly, also, a facility in hybridizing which is perhaps not exceeded in any other genus of our flora." A list showing the probable hybrid derivation of many of the species is included.

The last "memoir" of the Torrey Botanical Club (XIV, part 2) is by Ormond Butler on Observations on the California Vine Disease. This disease, now on the decline, is found to be "due to some weakness in the functions of absorption and translocation of water becoming manifest when conditions favoring transpira-

tion are marked." It is therefore not due to the presence of parasitic organisms, but to what has been called a "physiological disorder."

In the June *School Science and Mathematics* Mr. J. P. Brown makes a plea for the catalpa which he claims has been the object of unjust discrimination by the government. *Catalpa bignonioides* is soft, at least when young; but Mr. Brown claims that the older growths of even that are hard. Catalpas are rapid in growth, and furniture has been made of trees sixteen years old which the writer feels rank the catalpa with the hickory, black walnut, and oak in hardness and beauty.

An article on "Golden New England" by Sylvester Baxter (*Outlook*, September 24) gives the New England states a right to share that term with the familiar "golden west." The article emphasizes particularly the work and influence of the Massachusetts State Board of Agriculture and the Massachusetts State College of Agriculture. Cape Cod is shown to be good for something beside cranberries; and the possibilities along the fruit line are enthusiastically set forth.

Owners of white birch trees are urged to examine them for the bronze birch borer. Forest birches are less affected by this pest, probably because woodpeckers hold the borer in check there. Infected trees show, according to Professor J. G. Sanders, of the University of Wisconsin, "dead tops and upper branches, which usually bear the leaves of the past season." Such trees "should be examined for the winding galleries in the wood beneath the bark and for ridge-like swellings on the younger green branches." To control the pest, "infected trees should be cut and burned before May 1. Trees must be completely destroyed, regardless of their value, if infected. . . . It is useless to cut off and burn the dead portions of the tree, since the beetles have already abandoned them for new, green wood."

Experiments have been made by L. L. Harter to determine the starch content of leaves dropped in autumn (*Plant World* 13: 144-7). Leaves of *Liquidambar Styraciflud* were tested four times between August 17 and October 28. The leaves used in the last test were picked from the ground soon after falling; the greenest of the fallen leaves were used. The amount of starch varied little more than one per cent. (the lowest 10.33 per cent., September 15, and the highest, 11.47 per cent., October 23). The starch percentage was based upon the dry weight of the leaves. Previous workers had shown an increase of starch content with the development of the red coloring matter, and a decrease before the leaves are dropped. It is suggested that the cool weather of autumn may stimulate the production of oxidizing ferments, and inhibit the action of diastase, thus making possible an accumulation of starch in the leaves.

The methods, content, and purpose of biologic science in the secondary schools is the title of a paper in the January and February numbers of *School Science and Mathematics*. The author, Dr. G. W. Hunter (DeWitt Clinton High School, New York City), shows from questionnaires representing 276 schools in 34 states (1) an unexpected balance in the distribution of the number of science courses in the four high school years; (2) that the largest number of courses are to be credited to the biologic sciences (not including human physiology); (3) the development of a unified course in general biology and in elementary science in the first year of many high schools; (4) that most of such courses are year courses in each biological science (300 to 200 half year or shorter courses); and that morphology, physiology, ecology and relation to man share almost evenly the claim to emphasis (physiology slightly ahead) and utility or utility and science training outrank science training alone. The adaptation of the course to the pupil who does not go to college is also discussed and several answers are quoted in this connection.